

SAN JOSÉ STATE UNIVERSITY
DEPARTMENT OF COMMUNICATIVE DISORDERS & SCIENCES
EDSP 251 – SEMINAR IN PHONOLOGY
Fall Semester 2009
SH 314

Section 2: Thursdays 4:00 – 6:45pm

I. COURSE INFORMATION

Instructor: Wendy Quach, Ph.D., CCC-SLP

Office: SH-118A

Phone: 408.924.3682

Email: wendy.quach@sjsu.edu - don't be afraid to email me; I will attempt to respond to all emails within 48hrs

Office Hours: Tuesdays & Thursdays: 8:00 AM – 9:00 AM

Tuesdays & Thursdays: 3:00 PM – 4:00 PM

Or by appointment

Please go to Wendy Quach's Office Hours on Google Calendars and sign up:

http://www.google.com/calendar/embed?src=hrr33sakrahr5i9p6pjf8atpj4%40group.calendar.google.com&ctz=America/Los_Angeles

A) Course Description

This course is intended as an extension of undergraduate courses on speech sound disorders (EDSP 120). It is assumed that students will be familiar with phonological terminology and concepts, phonetic transcription, developmental norms for phonology, and diagnostic methods from an undergraduate course on phonology and/or EDSP 120.

The purpose of this *graduate seminar* is to introduce students to best practices in clinical treatment of developmental phonological disorders. To this end, guidelines for the selection of treatment targets and treatment methods to promote greatest change in phonology will be reviewed. Evidence from clinical research will be discussed to promote students' understanding of the efficacy of various sound selection and treatment methods. In addition, students will learn how to find relevant evidence and apply this evidence to clinical cases. For speech-language pathologists employed in the schools, children with phonological disorders constitute over 90% of the average caseload (NIDCD, 1994). Thus, the effective remediation of developmental phonological disorders represents a critical skill for any SLP student who intends to work in the public schools.

Instructor and student-generated topics of special interest may also be discussed. Sessions will consist primarily of small/large group discussions of assigned readings. Reading assignments will provide clinical and theoretical information relevant to the topic for that week. Discussions are intended to clarify main points from the readings and to engage students in critical thinking skills relative to Evidence-Based Practice. Students are expected to provide personal contributions to demonstrate integration and application of the material. Copies of all course materials can be found on Blackboard.

The course will use a combination of PowerPoint presentations and seminar format involving participation with discussion. For most classes, there will also be small group activities related to the topic of discussion.

Changes may be made to the schedule. Additional readings may be provided at the discretion of the instructor and changes or additions may be announced in class. Students are responsible for amending the assigned schedule accordingly.

B) Student Learning Objectives

ASHA Standards

This course meets the following standard of the *Standards and Implementation Procedures* for the Certification of Clinical Competence in the area of articulation:

Standard III-C: The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

STANDARD III-B: The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

Developmental Bases

- Demonstrate knowledge of the terminology used in the study of speech, language, and hearing development
- Summarize the sequence of speech, language (written and oral) and hearing development across the life span (infancy, preschool, school-aged, adolescence, aged)

Cultural Bases

- Differentiate between speech and language differences & disorders

Linguistic Bases

- Define phonological rules & identify phonological processes in normal speech

Standard III-D: The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorder.

- Summarize common theories regarding nature and **etiologies** and their impact on assessment and treatment
- Summarize the **characteristics** including common **correlates**
- Describe factors and strategies important to **prevention**
- Select appropriate **assessment** procedures and interpret results
- Use theory and supporting data to determine appropriate, evidence-based **intervention** strategies
- Critically review current research

Standard IV-G: The applicant for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve appropriate skills outcomes.

- Students will participate in a number of assignments geared toward application of coursework to clinical settings.

Competencies

The student will demonstrate the following competencies:

- 1) Knowledge of normal and atypical phonological development
- 2) Understanding of the relationship of normal and atypical phonological development to development of other components of language

- 3) Knowledge of principles and procedures underlying various assessment practices in phonological disorders
- 4) Knowledge of principles and procedures underlying various intervention strategies
- 5) Understanding of the relationships between phonological disorders and pre-literacy and reading/written language skills
- 6) Ability to apply this knowledge to the planning of appropriate educational/intervention programs
- 7) Understanding of differences between phonologies of English and Pacific languages
- 8) Ability to identify and remediate phonological disorders in English and Pacific languages

On successful completion of this course, students shall be able to:

- Identify the nature of phonological disorders, including etiology, characteristics, anatomical/physiological, psychological, developmental, and linguistic and cultural correlates (III-D)
- Discuss clinical opinions and philosophies (III-A)
- Review and abstract professional journal articles dealing with phonological disorders (III-A)
- Transcribe disordered speech (III-E)
- Administer and score a variety of phonological assessments (III-E)
- Analyze data from formal and informal assessment results (III-E)
- Propose recommendations based on diagnoses (III-E, H)
- Prepare a written summary report (III-A)
- Prepare treatment goals and objectives (III-E)
- Choose treatment activities to address specific goals and objectives (III-E, H)
- Select treatment strategies to address specific objectives (III-E, H)
- Critique assessment instruments and measures (III-E)
- Observe HIPPA guidelines (III-F)

C) Readings

Required:

- Journal articles posted on Blackboard
- Bernthal, J., & Banskou, N. (2008). *Articulation and phonological disorders* (6th Ed.). Needham Heights: Allyn & Bacon.
- Bauman-Waengler, J. (2007). *Articulatory and phonological impairments: A clinical focus* (3rd Ed.). Boston: Allyn & Bacon.

Useful Websites:

- <http://ggsc.wnmu.edu/academic/mat/tesol/phonology/phonemes/vowels/vowels.html>
- http://suocoursesites.net/person/SIL_Phonetic_Font_Tutorial/SIL_Phonetic_Font_Tutorial.html

Lecture Outlines:

The purpose of these outlines is to provide you some help in following the lecture and improving your real-time comprehension of the material. Lecture outlines will be on the web, through Blackboard (Bb) if you wish to take advantage of this convenience. Please use the link below for information on how to log on.

- Getting started tutorial: <http://online.sjsu.edu/welcome/gettingstartedce6.htm>
- Log-in page: <http://sjsu6.blackboard.com/webct/entryPageIns.dowebct>
- e-campus homepage: <http://online.sjsu.edu/>

D) Course Requirements

- 1) *Read assigned texts and/or articles prior to each class.* By reading the articles as the topics are presented, you are better able to clarify information and participate in class discussions.

Integrating information is expected in this course. Therefore, memorizing isolated components will not be sufficient in your overall comprehension of the material.

- 2) *Attend all classes.* If you miss a class, you are responsible for obtaining the material by asking a fellow student for the notes and for any handouts. Due to the nature of the course, it is impossible to allow a student to “make-up” material with individual lectures. The breadth and depth of material to be covered necessitates regular attendance to achieve a good grade.
- 3) *Complete an exam* (100 point each). There will be a mid-term exam near the beginning of the semester. The exam may be taken prior to exam day if pre-arranged as deemed appropriate by the instructor. The exam cannot be taken after the date set on the calendar. There will be no exceptions.
- 4) *Projects:* More information on each project is attached.
 - a) Article Summary/presentation (50 points)
 - b) Case Study Project (100 points)
 - c) Treatment Presentation (50 points)

E) Grading

Grades will be determined using the point system detailed below. Your final grade is based on a percentage of 300 possible points earned through:

| Core Activities | Due Date | Core Points | Earned Points |
|------------------------------|--------------|-------------|---------------|
| Exam | Oct 1 | 50 | |
| Article summary/presentation | As assigned | 50 | |
| Transcription | Oct 8 | 20 | |
| Case Study Project – Part a | Oct 30 | 50 | |
| Case Study Project – Part b | Dec 14 | 50 | |
| Treatment Presentation | Dec 4 | 50 | |
| | Total | 270 | |

Your letter grade is based on the following scale.

| | | | | | | | |
|----|-------------|----|------------|----|------------|---|-------------|
| A+ | 100% to 98% | B+ | 89% to 87% | C+ | 79% to 77% | D | 69% to 60% |
| A | 97% to 94% | B | 86% to 84% | C | 76% to 74% | F | 59% & below |
| A- | 93% to 90% | B- | 83% to 80% | C- | 73% to 70% | | |

Failure to complete all activities in an acceptable manner (examinations, observations) will result in lowering the final grade by one letter.

All work must be submitted on time.

F) Illness and Absence Policy for Exams and Quizzes

- At the discretion of the instructor, make-up exams will be given in cases of documented illnesses and/or emergencies. For illnesses, documentation must be in the form of a written note from your personal physician. For personal or family-related emergencies, an appropriate verification of the absence will be required. Documentation must be procured within one week.
- In case you are ill or have an emergency, please let me know your status within 24 hours after the missed exam date by email, phone, or in person.
- Any notification after the 24-hour period will not be accepted and you will not be able to make up the missed exam.
- Make up exams will also be provided for students who observe religious holidays.
 - To make up an exam, you must inform me of your absence at least 1 week prior to the exam date. We can arrange a mutually agreeable time for your make up.
 - If you inform me of your religious observance after the exam date, you will not be allowed to make up the exam.

G) Adding/Dropping

You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. found at http://sa.sjsu.edu/student_conduct. You should be aware of the new deadlines and penalties for adding and dropping classes.

II. UNIVERSITY POLICIES

Academic Integrity Statement

- Let me start by saying that the following information is **not** meant to scare you but rather to inform you, so you and I can avoid misunderstandings that pertain to your work.
- Part of your training in CD&S involves understanding ethics and ethical behaviour in practice and research. Information on academic honesty is the first step toward this goal.
- As a member of this class and a student at SJSU, you are honor bound to observe and demand academic honesty and integrity from yourself and those around you.
- SJSU's policy on Academic Integrity will be STRICTLY followed for this course. Your own commitment to learning, as evidenced by your enrollment at San José State University (SJSU), and the University's Integrity Policy require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Judicial Affairs. The policy on academic integrity can be found at:
- http://sa.sjsu.edu/judicial_affairs/index.html
- If you are caught cheating on any assignment and if this transgression is verified after due process, you will receive a zero for that specific assignment and/or an E for the entire course, depending on the severity of the infraction.
- Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, *all assignments are to be completed by the individual student unless otherwise specified*. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.
- In summary, all students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academics. The penalties for academic dishonesty are severe and *ignorance is not an acceptable defense*. The Student Conduct Code defines academic offenses

and details procedures for dealing with them. All students are expected to be familiar with the content of the Student Conduct Code.

Campus policy in compliance with the Americans with Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours.

Presidential Directive 97-03 requires that students with disabilities register with the Disability Resource Center (DRC) to establish a record of their disability. Accommodations of Students with Special Needs Students are referred to the Disability Resource Center, Administration Building 110, (408) 924-6000 (voice), (408) 924-5990 (TDD). You may access their policies and services via the website at: <http://www.drc.sjsu.edu/policies/default.htm>.

III. COLLEGE AND DEPARTMENTAL POLICIES

Vision Statement

The faculty of the College of Education at San José State University agrees that excellence and equity matter - that each is necessary, and neither is sufficient in the absence of the other. We envision ourselves as a learning community of practitioner/scholars in continuous development, dialogue, and inquiry that enable us to revisit, review and revise our practice in an ongoing response to circumstances.

Mission Statements

College of Education: The mission of the Connie L. Lurie College of Education at San José State University is to prepare educators who have the knowledge, skills, dispositions and ethics that ensure equity and excellence for students in a culturally diverse, technologically complex, global community. The policies and practices of the Connie L. Lurie College of Education at San José State University are based on the belief that teaching in a democracy requires and must ensure that:

- Students have access to an excellent and equitable education;
- Educators at every level have knowledge of their subject matter and their students, value and engage in ethical practice and excellent pedagogy, and develop dispositions and habits of the mind that ensure that all students have equitable access to an excellent education;
- Stakeholders be involved in the collegial community engaged in the professional conversation and decision making that delineate standards, assign resources, guide program design, and reward accomplishment in the College

Department: The mission of the Department of Communicative Disorders and Sciences is to provide high-quality academic and clinical preparation to students seeking careers working with individuals who have speech, language and hearing disorders, and their families. Guided by principles of evidence-based practice and working in collaboration with other professionals, our graduates will adhere to the highest ethical standard in serving the needs of our diverse community.

HIPPA Policy

Students will be considered members of the clinic workforce under regulations established by the Health Insurance Portability and Accountability Act (HIPAA). Students will receive instruction in following HIPAA policies and will be required to adhere to these policies.

Confidentiality

All clients have the right to confidentiality. Students are not to discuss cases outside of the Communicative Disorders & Sciences Clinic or in public access areas within CDS (e.g., restrooms, hallways, observation booths, etc.). Known violations of confidentiality will result in a stern reprimand.

Serious and/or repeated violations will warrant referral to the Chair of the Communicative Disorders & Sciences Department for disciplinary action.